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| **Teacher: Ms. Amy** **Office Location:** **Office Hours:** **E-mail:** [**amy.e.jones@maine.edu**](mailto:amy.e.jones@maine.edu)    Summary of Unit  In this unit, students will be able to know what physical activity can do for one’s body, mind and spirit. We will be covering all the different forms of physical activity along with how it can affect your mental state, self-worth and your social environment. With learning how one’s own physical activity can affect their overall health, my hope is that students will be able to adapt their lifestyles to be more physically active and to be more aware how they truly feel. Students will be able to showcase their knowledge and research when they submit an eBook on the Impact newsletter on the website of the Chamber of Commerce.  Establish Goals  Maine Learning Results Content Area: Health Education and Physical Education Standard Label: H. Physical Fitness Activities and Knowledge Standard:H4 Physical Activity Benefits Grade Level Span: Grades 9 - Diploma Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.  Students will understand that  Physical activity effects all aspects of health. Being physically active will enhance your self worth. Being healthy will improve your mental state.  Essential Questions  How does physical activity effect all aspects of health? How will physical activity effect your self worth? Why will being healthy effect your mental state?  Students will know  •Sequence and use timelines to record physical activity, emotional status, how they feel as they get on a regular routine •Key factual Information about different emotional feelings, what is physical activity and what works best for them. •Critical detail in the process of physical activity (starting small, working up) and also what it means to play!  Students will be able to  •describe their self worth. •evaluate their fitness  •propose problems with their self worth. •analyze their mental state. •consider their physical activity and emotional status and see the relationship. •be aware that physical activity can improve/diminish their mental thinking.  Performance Task Overview  You are a tour guide in your respected city and you want to enhance the way people see the different areas in which they can be physically active. Your will need to research all of the different places in which someone could perform free/non-free physical activity in your area. You and your team of tour guides are coming together in efforts to try and publish an eBook focused on the different ways to be physically active in each city of Maine in the Impact Newsletter on the Chamber of Commerce website.  Expectations  Absences: Students will be expected to show up to class on a daily basis. This will be so vital in getting all of the material, but also in capturing the great knowledge of your peers and various activities. If you are planning on missing school please come and discuss the reason before so that you will not get behind. If there is an unexcused absence students will not be able to receive credit but will be expected to complete the material missed, if a test or quiz was missed students will be able to make it up but the highest grade you will be able to receive is a 75. For excused absences students will have 2 weeks to get the material in.   Plagiarism: This will be determined by school code  Assignments: Assignments are expected to be completed on time and with thoughtful responses. There will always be an updated wikispace for assignments and notes if students should need more explanation on a subject or to have more enrichment with the content.  Classroom Expectations: I want this classroom to be a place where students are free to say how they feel without being afraid of how others will respond. Humor in the classroom is okay, as long as the humor isn’t directed as someone in a negative way. This classroom will be a place where students will be able to collaborate with others and bounce ideas of one another, keeping in mind of each student’s individualized intelligence.  Benchmarks   * Fit day- Students will track their physical activity, nutrition and emotions daily using Fitday. Students will be assessed on daily completion. This will enable students to find patterns through their behavior, which might be it easier to see what they need to work on.(70) * Students will make a brochure to enhance their presentations on analyzing different mental states and what they mean. Students will be able to pick a (30) * Comic Life: Students will make a comic on the many emotions of daily life. Students will be able to propose problems with self-worth in comical way, not to make light of the problems but to see how people would react to different situations.(50) * Use fit day to “blog” in the journal section of their reflections and struggles. The reason for this is not to perform busy work, but instead to try and have students reflect and think about where they are and where they would like to be. (70) * I Movie: Present skits that show the fun/ social benefits that physical activity can have. This will be a fun and entertaining way to have students realize that physical activity can be fun. (50)   **Point Break Down**  Benchmarks: 300 points  Performance Task: 100  Attendance: 50  Participation:50  **Grading Scale Points based on 500**  **A** (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).  Top of Form      Bottom of Form |

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